



# Internal School Review Report

**Name of Institution**

**Reviewed:** Greenup County High School

**Date:** February 8 – February 10, 2015

**Team Member:** Royce Mayo

**Team Member:** Jeanne Crowe

**Team Member:** Jodie Zeller

**School Principal:** Jason Smith



## Introduction

The KDE Internal School Review is designed to:

- provide feedback to Priority Schools regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- review of the 2012-2013 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2014
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2014
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

## Standard 3: Teaching and Assessing for Learning

<b>Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.</b>	School Rating for Standard 3  <b>2.92</b>	Team Rating for Standard 3  <b>2.33</b>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
<b>3.1</b>	<p><b>The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.</b></p> <p><b>Level 4</b> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><b>Level 3</b> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><b>Level 2</b> Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p><b>Level 1</b> Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>	3	3

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
<b>3.2</b>	<p><b>Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</b></p>	3	2

	<p><b>Level 4</b> Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p><b>Level 3</b> Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p><b>Level 2</b> School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p> <p>There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.</p> <p><b>Level 1</b> School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
3.3	<p><b>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</b></p> <p><b>Level 4</b> Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p><b>Level 3</b> Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p><b>Level 2</b> Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as</p>		

	<p>instructional resources and learning tools.</p> <p><b>Level 1</b> Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		4	3
3.4	<p><b>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</b></p> <p><b>Level 4</b> School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p><b>Level 3</b> School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p><b>Level 2</b> School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p><b>Level 1</b> School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	2
3.5	<p><b>Teachers participate in collaborative learning communities to improve instruction and student learning.</b></p> <p><b>Level 4</b> All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p>		

	<p><b>Level 3</b> All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p><b>Level 2</b> Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p><b>Level 1</b> Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	2
3.6	<p><b>Teachers implement the school's instructional process in support of student learning.</b></p> <p><b>Level 4</b> All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p><b>Level 3</b> All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p><b>Level 2</b> Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p><b>Level 1</b> Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
3.7	<p><b>Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</b></p> <p><b>Level 4</b> All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p><b>Level 3</b> School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p><b>Level 2</b> Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.</p> <p><b>Level 1</b> Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	2
3.8	<p><b>The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</b></p> <p><b>Level 4</b> Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.</p> <p><b>Level 3</b> Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.</p> <p><b>Level 2</b> Programs that engage families in their children's education are available. School personnel provide information about children's learning.</p> <p><b>Level 1</b> Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	2
3.9	<p><b>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.</b></p> <p><b>Level 4</b> School personnel participate in a structure that gives them long-term interaction with</p>		

	<p>individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p><b>Level 3</b> School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p><b>Level 2</b> School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.</p> <p><b>Level 1</b> Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.10	<p><b>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</b></p> <p><b>Level 4</b> All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p> <p><b>Level 3</b> Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</p> <p><b>Level 2</b> Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p><b>Level 1</b> Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.</p>		



Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.11	<p><b>All staff members participate in a continuous program of professional learning.</b></p> <p><b>Level 4</b> All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p><b>Level 3</b> All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p><b>Level 2</b> Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</p> <p><b>Level 1</b> Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>		

Indicator Rating	<input checked="" type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	2
3.12	<p><b>The school provides and coordinates learning support services to meet the unique learning needs of students.</b></p> <p><b>Level 4</b> School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p><b>Level 3</b> School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p><b>Level 2</b> School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p><b>Level 1</b> School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.</p>		

## Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

### School and Student Performance Results

#### Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
<b>2013-2014</b>	63.2	64.2	71.9	Yes	Yes	Yes
<b>2012-2013</b>	53.1	54.1	58.3	Yes	Yes	No

#### Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	%P/D School (11-12)	%P/D State (11-12)	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)
<b>English II</b>	38.9	52.2	47.1	55.8	50.7	55.4
<b>Algebra II</b>	37.9	40.0	9.9	36.0	39.8	37.9
<b>Biology</b>	23.5	30.3	28.4	36.3	27.0	39.8
<b>U.S. History</b>	40.8	39.5	42.9	51.3	58.7	58.0
<b>Writing</b>	26.1	43.9	37.6	48.2	33.3	43.3
<b>Language Mech.</b>	39.2	50.7	46.7	51.4	43.4	49.9

#### Average Score on PLAN, Grade 10, at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
<b>English</b>	15.3	16.1	16.2	16.6	15.1	16.5
<b>Math</b>	15.9	16.8	16.3	17.1	15.9	16.9
<b>Reading</b>	15.6	16.6	16.4	16.8	15.9	16.7
<b>Science</b>	17.2	17.9	17.7	18.1	17.3	18.1
<b>Composite</b>	16.2	17.0	16.7	17.3	16.2	17.2

**Average Score on ACT, Grade 11, at the School and in the State (2011-2012, 2012-2013, 2013-2014)**

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	17.3	18.4	16.6	18.4	17.7	18.7
Math	17.8	18.8	17.6	18.9	18.1	19.2
Reading	18.4	19.0	17.9	19.4	18.7	19.6
Science	17.9	19.1	18.2	19.5	19.1	19.6
Composite	18.0	19.0	17.7	19.2	18.5	19.4

**School Achievement of Proficiency and Gap Delivery Targets, 2013-2014**

Tested Area (2013-2014)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	51.0	44.7	No	40.9	32.7	No
Reading	51.9	50.2	No	43.4	36.6	No
Math	50.0	39.2	No	38.3	28.8	No
Science	38.5	27.8	No	34.4	21.6	No
Social Studies	53.3	58.8	Yes	44.8	51.9	Yes
Writing	41.3	32.5	No	33.4	24.3	No

**School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2013-2014)**

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	55.6	64.6	62.5	Yes
Graduation Rate	90.0	92.1	87.5	Yes

Program Reviews 2013-2014						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2.53	2.14	2.00	2.10	8.8	Proficient
Practical Living	2.13	2.33	1.89	0.92	7.3	Needs Improvement
Writing	1.94	2.25	1.89	2.14	8.2	Proficient

## **Summary of School and Student Performance**

### **Plus**

- The school met its AMO, graduation rate, and participation rate goals in 2013-14.
- English II and U.S. History EOC (End-of-Course) scores have improved in each of the past three years.
- 2013-14 Algebra II scores exceeded the state average.
- All tested areas on the ACT showed improvement in 2013-14 compared to 2012-13.
- Both Proficiency and Gap Delivery targets were met in social studies in 2013-14.
- The school's CCR (College and Career Readiness) and graduation rates exceeded the state average.

### **Delta**

- Biology, Writing, and Language Mechanics K-PREP scores dropped from 2012-13 to 2013-14.
- English II, Biology, Writing, and Language Mechanics K-PREP scores were lower than the state averages in 2013-14.
- Scores on all tested areas on the PLAN dropped in 2013-14 compared to 2012-13 and were below the state averages.
- The school did not meet Proficiency or Gap Delivery targets in combined reading and math, reading, math, science, or writing.

## **Stakeholder Survey Results**

Indicator	Parent Survey		Student Survey		Staff Survey	
	Question	%agree/strongly agree	Question	%agree/strongly agree	Question	%agree/strongly agree
3.1	10	52.5	10	66.7	26	83.8
3.1	11	58.3	11	44.8	51	89.2
3.1	13	30.9	17	25.6		
3.1	34	65.6	32	60.1		
3.2	21	52.5	17	25.6	16	73.0
3.2					22	83.8
3.3	12	47.5	10	66.7	17	75.7
3.3	13	30.9	16	57.6	18	78.4
3.3	22	77.0	17	25.6	19	86.5
			26	64.4		
3.4					3	82.9

3.4					11	84.6
3.4					12	84.6
3.4					13	79.5
3.5	14	33.8	5	49.6	8	74.4
3.5					24	83.8
3.5					25	73.0
3.6	19	74.1	9	68.6	20	83.8
3.6	21	52.5	18	63.4	21	70.3
3.6			20	58.9	22	83.8
3.7	14	33.8	5	49.6	8	74.4
3.7					30	62.2
3.7					31	56.8
3.8	9	44.1	13	46.8	15	79.5
3.8	15	36.0	21	37.3	34	59.5
3.8	16	25.9			35	75.7
3.8	17	43.9				
3.8	35	37.4				
3.9	20	65.5	14	40.4	28	62.2
3.9						
3.10			22	64.4	9	84.6
3.10					21	70.3
3.10					23	83.8
3.11					32	78.4
3.11					33	67.6
3.12	13	30.9	1	75.7	27	75.7
3.12	23	56.1	17	25.6	29	78.4

### **Summary of Stakeholder Feedback**

#### **Plus**

- 83.8% of staff agree/strongly agree with the statement, “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.
- 89.2% of staff agree/strongly agree with the statement, “Our school uses data to monitor student readiness and success at the next level.”

- 75.7% of students agree/strongly agree with the statement, “In my school, programs and services are available to help me succeed” which indicates limited agreement.
- 77.0% of parents agree/strongly agree with the statement, “My child has up-to-date computers and other technology to learn” which indicates limited agreement.
- 74.1% of parents agree/strongly agree with the statement, “My child knows the expectations for learning in all classes” which indicates limited agreement.

### **Delta**

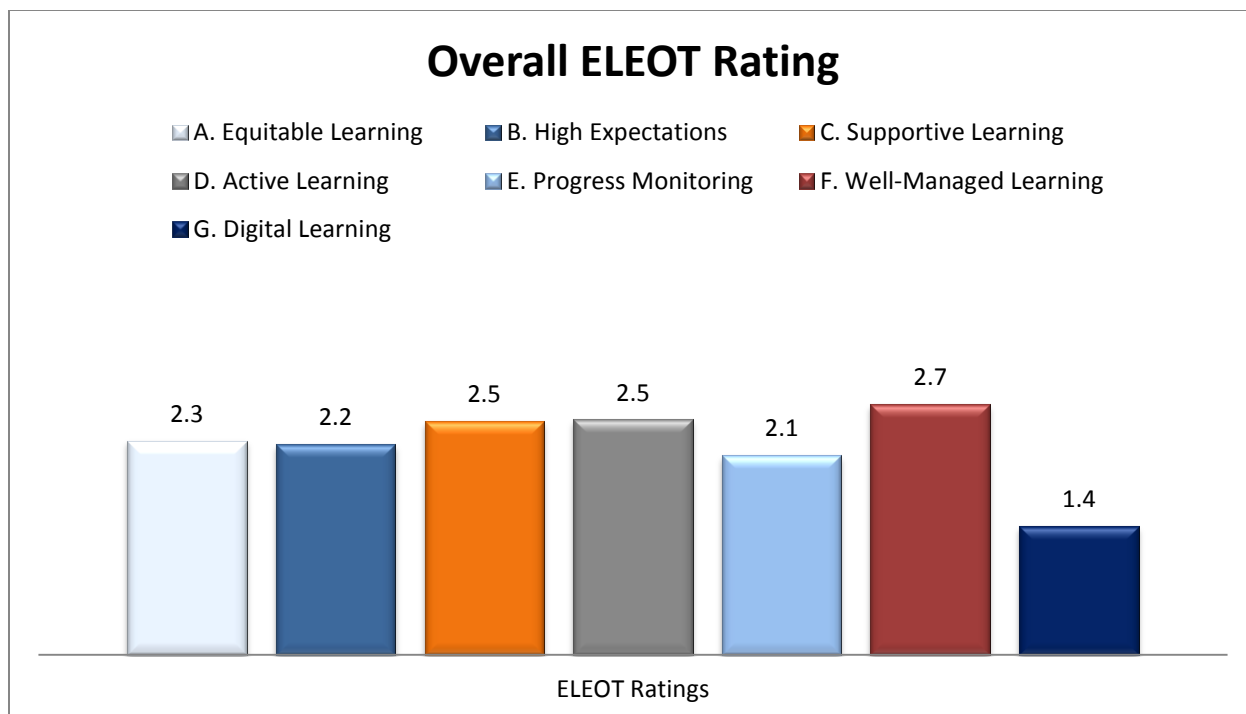
- 63.4% of students agree/strongly agree with the statement, “All of my teachers explain their expectations for learning and behavior so that I can be successful.”
- 25.6% of students agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
- 40.4% of students agree/strongly agree with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future.”
- 25.9% of parents agree/strongly agree with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded.”
- 56.8% of staff agree/strongly agree with the statement, “In our school, a formal process is in place to support new staff members in their professional practice.”
- 59.5% of staff agree/strongly agree with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress.”
- 62.2% of staff agree/strongly agree with the statement, “In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student’s educational experience.”

### **Effective Learning Environments Observation Tool (eleot™) Results**

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 30 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.



### **Summary of eleot™ Data**

The classroom observation data reflects a school in transition where there are environments that are stronger than others, with individual indicators within environments that can vary tremendously. Students were well-managed and compliant in the majority of classrooms, but there were very few instances where students were provided differentiated learning opportunities, and even fewer where students were utilizing technology or other digital learning tools to enhance their learning experience. Given the school's stated focus of the "Dynamic Teaching Model," there are elements of the eleot™ that align with the school's core strategies. Below is a plus/delta for each of the environments.

### **Equitable Learning Environment**

#### **Plus**

Observations revealed that students had "equal access to classroom discussions, activities, resources, technology, and support," rated at 2.9 on a 4 point scale. In a significant number of classrooms, equitable access was not an issue. Observations also revealed that students know that "rules and consequences are fair, clear, and consistently applied," also rated at 2.9. There were few major behavior disruptions that teachers had to respond to, but the small corrections that were given to students were typically consistent and equitable.

#### **Delta**

Observations revealed that there were limited opportunities for students to have "ongoing opportunities to learn about their own and other's background/cultures/differences," rated at 1.5 on a 4 point scale. Only on the rare occasion were students exposed to content connections that reflected and/or celebrated the diverse nature of the student body at the school or the general community.

## **High Expectations Learning Environment**

### **Plus**

The extent to which students “know and strive to meet the high expectations established by the teacher,” rated at 2.7 on a 4 point scale, is evident to some degree. Teachers had rigorous learning targets and agenda tasks posted in nearly every classroom, and the student outputs often, but not always matched the expectation.

### **Delta**

Observations revealed the need to continue to work on providing “exemplars of high quality work,” rated at 1.4 on a 4 point scale. There were very few instances where students were provided work samples that demonstrated expected performance or rubrics that support student self-assessment of their classwork. This is not consistent with the school’s self-assessment of Standard 3.6 that addresses the school instructional process expectations.

## **Supportive Learning Environment**

### **Plus**

Observations demonstrated that students demonstrated a “positive attitude about the classroom and learning,” rated at 2.8 on a 4 point scale. The majority of classrooms had very positive environments where students worked with little push back.

### **Delta**

The extent to which students are “provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs,” rated at a 1.8 on a 4 point scale. This demonstrates that there were few examples of differentiation taking place or a teacher’s ability to adjust instruction on the fly to meet particular student needs.

## **Active Learning Environment**

### **Plus**

Observations revealed that students are “actively engaged in the learning activities,” rated at 2.6 on a 4 point scale. This aligns with and affirms the work that has been achieved through focusing on the Dynamic Teaching Model.

### **Delta**

The extent to which students are provided with opportunities to make “connections from content to real-life experiences,” is not as regular as desired, rated at 2.4 on a 4 point scale. Research demonstrates that making connections between content and real life allows students to actively learn and retain that learning for longer periods of time.

## **Progress Monitoring Learning Environment**

### **Plus**

Students “demonstrated or verbalized understanding of the lesson/content” rated at 2.5 on a 4 point scale. Students were given opportunities to verbalize learning during whole group question and answer activities as well as occasional small group activities. Questions did not



always rise to the level of rigor indicated in the learning target, but student learning was monitored.

### **Delta**

Observations revealed that students “understand how her/his work is assessed” only to a limited extent as this component was rated at a 1.8 on a 4 point scale. Feedback is instrumental for student learning, and letting students know what is expected in the work and their current level of performance in relation to that expectation can support student learning and growth.

## **Well-Managed Learning Environment**

### **Plus**

Observations revealed multiple components demonstrated an overall well-managed environment, including “Speaks and interacts respectfully with teachers and peers,” as well as “Follows classroom rules and works well with others,” each rated at 3.0 on a 4 point scale.

### **Delta**

The extent to which students collaborate “with other students during student-centered activities” is somewhat limited, rated at 2.0 on a 4 point scale. Students are provided occasional opportunities to work in small groups and pairs, but often that work lacks the structure and expectations necessary for students to know exactly what is expected and how to achieve the desired task in the most efficient manner possible.

## **Digital Learning Environment**

### **Plus**

On a school-wide level, no component rated at a level high enough level for an individual component to be considered a plus, but digging deeper into the individual classroom data shows that there are a handful of classrooms utilizing technology to use “digital tools/technology to gather, evaluate, and/or use information for learning” with 5 out of 30 classrooms showing “evident” use of technology to help monitor student learning through clicker assessment systems.

### **Delta**

Observations revealed minimal technology usage by students. Students rarely used “digital tools/technology to gather, evaluate, and/or use information for learning,” rated at 1.5 on a 4 point scale, used “digital tools/technology to conduct research, solve problems, and/or create original works for learning,” rated at 1.3, or used “digital tools/technology to communicate and work collaboratively for learning,” rated at 1.2. Finding opportunities for students to interact with technology in a positive and productive manner can support student learning and engagement.

## **FINDINGS OF THE INTERNAL REVIEW TEAM**

### **IMPROVEMENT PRIORITY**

**Indicator: 3.9**

**Action statement:**

**Develop, implement and monitor a formal structure (such as Advisor/Advisee) whereby each student in the school has a long-term interaction with an adult at the school who will advocate for the student's needs regarding learning skills, thinking skills and life skills.**

**Rationale:**

A student advocacy/mentoring program is in the infancy stages of implementation at the school. Educational research consistently agrees that students are more successful when they have at least one adult in the school who advocates on behalf of the student's educational skills and general wellbeing. The school has tried to address this issue in various ways over the years with limited success.

**Supporting Evidence:**

#### Stakeholder Survey Data

- 40.4% of students agree/strongly agree with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future," suggesting that a significantly small percentage of students felt supported in this manner.
- 65.5% of parents agree/strongly agree with the statement, "My child has at least one advocate in the school," suggesting that a significant percentage of parents are not aware of an advocacy program.
- 62.2% of staff agree/strongly agree with the statement, "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience," suggesting that a large percentage of teachers are not involved in advocating for students' needs.

#### Stakeholder Interviews

In interviews, students and parents were not able to corroborate that an advocacy program was in place at the school. Students did say that there were some teachers they felt comfortable with that they could go to for advice, but there was no evidence that the students were aware of a formal process in place.

#### Documents and Artifacts

A review of documents submitted by the school revealed a schedule of mentoring sessions that were to begin in January of 2015. According to the principal, the sessions would be with the students' homeroom teachers and would take place during a different period each session. An e-mail message indicated that teachers should address topics that were previously discussed earlier in the semester. No evidence of clear expectations or agendas for the sessions was

found.

## **IMPROVEMENT PRIORITY**

**Indicators: 3.2, 3.5, 3.6**

### **Action statement:**

**Collaborate with teachers and district leaders to develop expectations and protocols for an instructional process that engages all teachers, is reflective of the school's priorities, and uses collaborative professional learning communities as a vehicle for identifying learning expectations, standards of performance, exemplars of student work, review of teaching practices, review of curriculum, development of formative and summative assessments, review of student work and results, and feedback that support student learning and improved teacher practice.**

### **Rationale:**

Evaluation of artifacts and interviews of staff members indicate the importance of the plan including protocols for consistent supervision, evaluation, and monitoring procedures (i.e., creation of common agenda and minute expectations, assignment of administrators to specific departments, review of data results and next steps) by the administration, in support of teachers. The plan and protocols should be reviewed regularly for opportunities for improvement or to account for other school-wide system adjustments (i.e., master schedule adjustment, department chair changes, and administrative commitments).

### **Supporting Evidence:**

#### Student Performance Data

Student performance data, as detailed in this report, does not suggest that current student learning is maximized or reflective of clearly established criteria that align with the content specific knowledge and skills necessary for proficient performance on student assessments.

- While overall accountability performance has improved drastically over that last several years, content-specific EOC accountability scores and gap scores have not had the same degree of success.
- Of particular concern is student performance in Algebra II, writing, language mechanics, and biology. Each of these areas dropped as a percentage of students scoring at the proficient/distinguished levels in 2013-14, showed inconsistent performance, or is significantly below the state average.

#### Classroom Observation Data

While PLCs (professional learning communities) are not specifically observed as a part of the eleot™ walkthrough, there are elements that support the need for clear understanding of instructional processes, curriculum, assessment, progress monitoring and feedback. Aside from the Digital Learning Environment, the next lowest scoring environment was the Progress Monitoring and Feedback Environment with a score of 2.1 on a 4 point scale, and the High Expectations Environment with a score of 2.2.

- The extent to which students understand “how her/his work is assessed” rated at 1.8 on a 4 point scale.
- The extent to which students are “provided exemplars of high quality work” rated at 1.4 on a 4 point scale.
- The extent to which students have “differentiated learning opportunities and activities that meet her/his needs” rated at 1.8 on a 4 point scale.

### Stakeholder Survey Data

It is important that teachers have an understanding of the PLC process and how it impacts the instructional process. In the school’s transition and with many new teachers in the last few years, it appears there are inconsistencies in PLC effectiveness and application of a common instructional process.

- Question 16 of the staff survey asked teachers about adjusting “curriculum, instruction and assessment based on data from student assessments and examination of best practice,” and demonstrated limited agreement (73.0%).
- When students were asked in question 17 about teachers changing “their teaching to meet my learning needs” only 25.6% of students responded that they agree/strongly agree.
- In relation to Standard 3.5, most agree/strongly agree response rates were less than those from each stakeholder group surveyed in 2013. Question 14 from the parent survey asked whether “All of my child’s teachers work as a team to help my child learn” and received only 33.8% agreement, down from 2013. Question 5 from the student survey states, “In my school, teachers work together to improve student learning” and received only 49.6% agreement, down from 2013. Question 8 from the staff survey states, “Our school’s leaders support an innovative and collaborative culture” and received only 74.4% agreement, down from 2013. Question 24 asked if “All teachers participate in collaborative learning communities that meet both informally and formally across grade levels and content areas” and received 83.8% agreement. Question 25 asked if “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning,” and received limited agreement with 73.0%.
- In relation to Standard 3.6, there are discrepancies between student and staff responses to questions about instructional processes. When staff was asked in question 20 if “All teachers in our school use a process to inform students of their learning expectations and standards of performance” they responded with 83.8% agree/strongly agree. When students were asked in question 18 if “All my teachers explain their expectations for learning and behavior so I can be successful,” they responded with 63.4% agree/strongly agree. When staff was asked in question 22 if “All teachers in our school use multiple types of assessment to modify instruction and to revise curriculum” they responded with 83.8% agree/strongly agree. When students were asked in question 9 if “My school gives me multiple assessments to check my understanding of what was taught,” they responded with 68.6% agree/strongly agree.

### Stakeholder Interviews

Interviews with the principal, staff, students and parents resulted in questions concerning school-wide consistency about PLC expectations, monitoring and support. It was clear that work has been done to put structures in place for PLCs but when asked about the functioning,

content, and supervision, there were many inconsistencies in what team members heard from each group.

- During parent interviews, parents indicated that they were unaware of school efforts to work collaboratively to support students. Student support was typically based on individual relationships, not systemic operations.
- During student interviews, students mentioned the consistency of the Dynamic Teaching Model, but awareness of PLCs or departments functioning as teams was not on their radar.
- During teacher interviews, it was acknowledged that different departments function differently and administrative support was occasional and often only through collection of minutes and agendas, or primarily supported through outside consultants.
- During the principal interview, it was suggested that administrative support was happening, but when asked further questions to get into specifics of who was responsible for support or a schedule of support, few details were provided.

**Attachments:**

- 1) Leadership Assessment Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified Improvement Priorities in the 2012-2013 Diagnostic Review/Leadership Assessment Report for Greenup County High School.

**Improvement Priority 1: (2.4) Align all course scheduling to career readiness within GCHS, and coordinate with the Greenup Area Technical Center to increase the number of students who have access to career readiness courses.**

School/District	Team	
X	X	This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

**School/District evidence:**

- Career pathways sequences in scheduling established
- Master schedule
- Open/Close the Deal
- GCATC (Greenup County Area Technology Center) instructional audit through Southern Regional Education Board (SREB)
- College and Career Readiness interventions
- GCHS (Greenup County High School) and GCATC participated in Technology Centers That Work (TCTW)
- College-and Career-Ready 30-60-90 day plan
- Operation Preparation
- Offered additional pathways (Allied Health pathway)
- Eliminated planning in the GCATC
- Exploratory options available for freshman students
- Career-Ready Benchmark tracking database
- GCATC Middle School Transition Career Fair
- Collaboration with Ashland Technical College to offer half day programs on their campus

**School/District comments:**

The school and the Greenup County Area Technology Center have established career pathway sequences (introduction, exploratory, career preparation, and certification). Through counseling, the students are provided information about each pathway that is being offered through the school and GCATC. The counselors will utilize the students' ILPs and an interest inventory that is completed prior to the GCATC Middle School Transition Career Fair. The school and GCATC collaborate to develop the master schedule and evaluate current data to ensure the availability of courses to increase career preparatory students in all career pathways. GCHS teachers and GCATC instructors are collaborating through TCTW (Technology Centers That Work) training to increase the academic focus in career and technical pathways. The school and GCATC implemented an Open the Deal program, which provided the students and parents the opportunity to explore available career programs provided by GCATC. Close

the Deal provides the students the opportunity to meet with college and industry partners to help transition to post-secondary employment or education. GCATC staff participated in a voluntary instructional audit performed by SREB. Both the school and GCATC are providing the students career readiness interventions based off of data reported on the CCR (College and Career Readiness) spreadsheet developed by the school and GCATC. The school and GCATC have developed a College and Career Readiness 30-60-90 day plan that contains activities to increase the number of students that are CCR. Operation Preparation allows the students and community members to evaluate the students' ILPs and discuss job opportunities and outlooks for post-secondary employment. The GCATC participates in the middle schools' Operation Preparation by setting up booths and providing the students the opportunity to explore the programs that are being offered at the school. The GCATC added an Allied Health pathway to their programs, due to the increase in demand for the health care program by the students. During the preparation of the 2014-15 master schedule, the school and GCATC administrators eliminated the planning periods for the GCATC instructors to provide the students more opportunities to participate in the GCATC programs. The GCATC administrator has developed a career database to track students to ensure a greater number of students that achieve preparatory status. A school administrator has attended informational meetings with Ashland Technical College (ATC) about developing opportunities for GCHS students to attend ATC as half-day students in career-based classes.

**Team evidence:**

- Master schedule
- School Report Card data
- Pathway offerings
- Student interviews
- Principal presentation and interview
- ATC (Area Technology Center) schedule

**Team comments:**

Through a thorough review of the above evidence, the Internal Review Team felt that the school had made an intentional effort to promote career readiness for all students. The ATC staff voluntarily gave up their planning periods to increase the course offerings for GCHS students. School Report Card data indicates that the school has increased the CCR percentage from 31.0% in 2010-11 to 64.6% in 2013-14 without the bonus points included.

**Improvement Priority 2: (3.6) Develop, systematically implement, and monitor for impact a clearly defined instructional process in all classrooms that (1) informs students of learning expectations, (2) provides exemplars to guide and inform students, (3) includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision, and (4) provides students with specific feedback about their learning.**

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Classroom non-negotiables
- Professional learning on learning targets
- Lesson plan non-negotiables
- PLC data analysis
- Common assessments
- Nine weeks, semester, and final exams
- Syllabi
- Daily agendas
- Learning targets
- Standard aligned lessons
- Rubric-based Instruction and performance
- Student/Peer evaluations

School/District comments:

School administrators provided the teachers with classroom non-negotiables and reviewed them with each teacher during a faculty meeting. The administrative team did periodic “sweeps” throughout the building to ensure that the non-negotiables were being met by the teachers. The teachers were given feedback from the “sweeps.” Through the non-negotiables, the teachers provided the students with posted learning targets and agendas that communicated the learning expectations for the classroom. Lesson plan non-negotiables are to include learning targets, agendas, classroom strategies, and formative/summative assessments based on the Dynamic Teaching Model. The teachers have worked with an ECU (Eastern Kentucky University) math/science consultant on an implementation process. The teachers were also provided additional training through teacher meetings and coaching sessions. The implementation process emphasizes the importance of addressing student understanding of learning criteria and expectations. Teachers provide students with specific feedback based off of data analysis on common assessments, nine-week exams, semester exams, final exams, school report card, and MAP testing. Each core content area has established a data notebook to ensure that the students are made aware and are responsible for their learning. The school has established syllabi, curriculum maps, and pacing guides to ensure that the students have access to the common core. The syllabi are provided to the students and are made available on the teacher’s website.

Team evidence:

- eleot™ walkthrough observations
- Student interviews
- Lesson plans
- Stakeholder surveys

Team comments:

eleot™ walkthrough data indicated a 2.2 overall rating on the High Expectations Environment with a 1.4 rating (based on a 4 point scale) on Indicator B.3 (use of exemplars). Student interviews indicated that many times teachers did not input grades into Infinite Campus until the end of the grading period which did not allow time for students to improve their work. Artifacts collected during the classroom observation process reflected the non-negotiables, but did not appear to be implemented in the classroom instruction. This is a relatively new initiative mandated by the principal that does not seem to have transferred into teacher practice.



Student survey data indicates that only 63.4% of students agree/strongly agree with the statement, “All of my teachers explain their expectations for learning and behavior so that I can be successful.”

**Improvement Priority 3: (3.7) Design and implement mentoring, coaching, and induction programs to support all school personnel in their instructional improvement.**

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- New Teacher Cadre documentation
- New Teacher Orientation documentation
- PGES work
- Plus/Delta walkthroughs
- District Walkthrough Instrument
- Dynamic Teaching Model
- Professional learning opportunities (question strategies, instructional strategies, teacher academies, Edviation discussion board, classroom management strategies)
- PLC collaboration
- New Teacher Mentoring Program
- eleot™ walkthroughs
- District instructional rounds

School/District comments:

School personnel are engaged in mentoring, coaching, and induction programs that reflect the school’s mission, vision and belief statements. School administration coaches teachers and provides feedback and guidance to classroom teachers to help them improve instructional and classroom management practices. Classroom walkthroughs and PGES mini-observations, instructional rounds, eleot™ walkthroughs, plus/delta walkthroughs and calibration assist with setting expectations for all school personnel and include measures of performance.

Professional learning initiatives provide content area focus on best practices, increasing student achievement and delivering support to specific teacher needs.

Team evidence:

- Principal presentation
- Teacher interviews
- Administrative walkthroughs
- Teacher survey data

Team comments:

56.8% of staff agree/strongly agree with the statement, “In our school, a formal process is in place to support new staff members in their professional practice.” A new teacher mentoring process is in the early stages of implementation. Teacher interviews indicate that administrative walkthroughs occur on an irregular basis. Evidence submitted shows the use of plus/delta walkthroughs occurring in 2013-14, but no current year walkthroughs using the new classroom

walkthrough instrument were observed.

Improvement Priority 4: (3.8) Develop new strategies to (1) more effectively communicate with parents about their child's learning progress and (2) engage them in meaningful ways in their children's education.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Communication plan
- School's Twitter account
- School's Facebook page
- Principal YouTube
- Communication linkage chart
- Teacher contact logs
- Open House (increased, informational)
- Open the Deal
- News You Can Use
- Month in Review
- Community for Musketeers
- Infinite Campus (Parent Portal)
- Musketeer March
- Stakeholder surveys
- School/Teacher web sites
- Parent e-mail distribution list
- PhoneCast

School/District comments:

The school has tried to increase our communication with our educational stakeholders by establishing a communication plan developed with stakeholder input. The administrative team, with the assistance of the communication committee, has provided more informational events, such as Open Houses, Open the Deal, and Community for Musketeers. New and innovative ways of communicating the school's vision, beliefs, and mission are being used. The school is utilizing social media (Facebook, Twitter, and YouTube), newsletters (News You Can Use and Month in Review) and technology (e-mails). PTSA (Parent-Teacher-Student Association) executive officers are in the process of planning next year's PTSA calendar. The officers are going to schedule events that include student performances that will be coupled with educational information and opportunities for parental/guardian involvement. The administration and guidance counselors have made an intentional effort to schedule several opportunities to inform parents of the progress of their students. For example, the school has met with parents to discuss dual credit opportunities, early graduation, and individual at-risk needs.

Team evidence:

- School artifacts
- Parent interviews
- Teacher interviews
- Principal presentation
- Student interviews
- Parent survey results
- Teacher survey results

Team comments:

On the stakeholder surveys, 26% of parents agree/strongly agree with the statement, "All of my child's teachers keep me informed regularly with how my child is being graded." 59.5% of staff agree/strongly agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress." Students say they regularly get information on school activities via Twitter and Facebook. Principal and parent interviews indicate that the school has difficulty getting parental involvement from at-risk families.

**Improvement Priority 5: (3.9) Design and implement a formal structure whereby each student is well known and mentored by at least one adult advocate in the school who supports that student's educational experience.**

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Student mentoring
- Homeroom mentoring program
- PASS program for at-risk students
- CCR pull-out program
- Career Pathway Summer Program (ROTC/Agriculture/Band/Art)
- FRYSC food bank for student families
- Pathway services
- KY Impact
- KY Impact Plus
- Ramey Home Impact Plus
- Truancy diversion program
- Court ordered community service

School/District comments:

The needs of the students are identified by the administration, counselors, or teachers and addressed on an individual basis. Based on those needs, the school identifies the resources, agencies, or partnerships that we have developed to adequately provide what the individual student deserves to help them be successful students.

**Team evidence:**

- Mentoring schedule
- Student interviews
- Stakeholder surveys

**Team comments:**

While the Internal Review Team found a mentoring program schedule, student interviews indicated that the students were not familiar with the program. The school principal indicated that the school had tried various means of addressing this topic over the years with limited success. This program was scheduled to begin in January of 2015. Stakeholder survey results indicated the following: 62.2% of staff agree/strongly agree with the statement, "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience." 40.4% of students agree/strongly agree with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future."

**Improvement Priority 6: (4.3) Create a process in which school leadership engages the school community in creating clear definitions and expectations for maintaining a clean and healthy environment. Ensure that these expectations and definitions are shared with all stakeholders and that monitoring of conditions is systematically implemented.**

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

**School/District evidence:**

- Cleaning schedule
- Custodial meeting to outline clear expectations
- Maintenance supervisor adjusts schedule based on student needs
- Maintenance supervisor and assistant principal performed weekly monitoring walkthroughs
- Agriculture department – school projects (landscaping, school garden, sign project)
- Custodial schedule adjustments based on needs

**School/District comments:**

Based on the 2013 diagnostic review, school administrators, in collaboration with the district maintenance supervisor, developed an intentional plan to address this improvement priority in specific ways. A monitoring schedule was developed and implemented to identify and address needs through the school grounds and facilities. The maintenance supervisor has worked with various school clubs to improve the aesthetics on the exterior of the building. The maintenance supervisor has provided various resources to allow faculty and staff to display necessary information and student work throughout the building. The agriculture department implemented a Healthy Choices, Healthy Community grant by providing the students the opportunity to grow a garden on school grounds and providing the students and community fresh fruits and vegetables throughout the summer months.

Team evidence:

- Walkthroughs by the Internal Review Team
- Student interviews
- Maintenance worker schedules

Team comments:

Interviews with a variety of stakeholders indicated satisfaction with the cleanliness of the building. The principal indicated that the district office has developed a roles and responsibilities list for all custodians. School administration also indicated that regular walkthroughs occur to address the cleanliness of the facilities. The building appeared well-kept to the Internal Review team and this conclusion was supported by student interviews.

**Improvement Priority 7: (4.7) Implements a clearly defined, comprehensive process to determine and respond to the counseling, assessment, referral, educational, and career planning needs of all students that is aligned with the GCHS vision of “College and Career Ready for All.”**

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- CCR database
- Benchmark assessments
- ACT prep with collaboration with Raceland-Worthington and Russell school districts
- ILPs (Individual Learning Plans)
- PLAN-ACT database
- CCR preparation program
- RTI (Response to Intervention)
- Career pathways sequences in scheduling established
- Master schedule (needs-based placement)
- Open/Close the Deal
- GCATC instructional audit through Southern Regional Education Board (SREB)
- College and Career Readiness interventions
- GCHS and GCATC participated in Technology Centers that Work (TCTW)
- College-and Career-Ready 30-60-90 day plan
- Operation Preparation
- Offered AP, dual credit opportunities
- Exploratory options available for freshman students

School/District comments:

The school has made an intentional effort to promote all students to become both college- and career-ready. The school has placed a focus on preparing all students on the academic side to meet the benchmarks to become college-ready, which also fulfills the academic component of career readiness. The school has a system in place to provide the students interventions when necessary by tracking their individual progress. Interventions are customized to the specific

areas where students have an identified need. Student successes are celebrated upon meeting benchmarks. Every student at the school is counseled and afforded the opportunity to pursue a career pathway along with meeting college benchmarks. Through these efforts, CCR has increased over the past four years dramatically.

**Team evidence:**

- Counselor interview
- Student interviews
- Agendas related to Open/Close the Deal programs
- School Report Card (SRC) data

**Team comments:**

Interviews with students, counselors, and parents indicate that the school does a satisfactory job in preparing students for college/career readiness and providing support services for students who need interventions. The SRC data shows steadily improving percentages for CCR over the past 3 years going from 31% in 2010-11 to 64.6% in 2013-14.

**Improvement Priority 8: (5.3) Provide training, support and monitoring necessary to ensure a rigorous professional development program focused on building staff capacity to evaluate, interpret, and effectively use of data to, for example, modify curriculum or instruction to better meet student learning needs.**

School/District	Team	
X		This deficiency has been addressed in an exemplary manner.
	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

**School/District evidence:**

- PL (professional learning) sessions (formative assessments, student engagement, questioning, rigor, learning targets, Do What's)
- PL surveys (based on data: K-PREP, walkthroughs, monitoring visits, TELL Survey, 360 assessments)
- Teacher academy offerings
- PL plan
- PL hours as reported in CIITS
- Work with curriculum, writing, and ACT prep
- Data work with KASC (Kentucky Association of School Councils) on data analysis
- Revision of district programs (writing, RTI, ILP)
- Collaboration with ECU math initiative
- PL affiliations: KLA (Kentucky Leadership Academy), KASA (Kentucky Association of School Administrators) Conference, KEDC (Kentucky Educational Development Corporation) Content Networks
- MAP process to make instructional decisions/modifications
- DLT (District Leadership Team) meetings (book study on Ken Blanchard's "Leading at a Higher Level", visit to KCU (Kentucky Christian University) to see Greg Coker speak (*Building Cathedrals*))

- Predictive data (goal setting)

School/District comments:

All faculty and staff participate in a continuous program of professional learning that is aligned with the school and district's mission, belief, and vision statements. Professional learning is based on needs identified by stakeholder surveys, as well as the need to implement research-based initiatives set forth by KDE. The professional learning opportunities build leadership capacity among all professional and support staff. The professional learning opportunities are systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Team evidence:

- PD (professional development) calendar
- Teacher interviews
- Work of professor with math and science departments
- Work on ACT strategies
- District needs assessment

Team comments:

There is evidence that teachers are provided with a wide variety of professional development opportunities. Many of these are targeted for general use of all staff, while a few offerings target specific content/individual needs. There was no clear evidence that measures the effectiveness of the professional development.